

NDTAC COVID-19 Coordinators' Forum
Monday, April 6, 2020

Attendees

Annie Brooks, IL
Brendsha Roby, MS
Brian Moore, DE
Chandra Martin, AR
Christy Hendricks, MT
Daniel Froemel, TN
Karen DeCoster, MA
Edeltress Brown, LA
Emily Swope, OR
Francine Stromberg, NJ
Jackie Jacobson, TN
Jen Engberg, OR
Jessica Fancher, WY
Joey Willett, CO
Karen Auble, OH
Karen Steinhaus, CA
Kenneth Stowe, NM
Kenneth Krawchuk, PA
Kristine Nadolski, WI
Kristine Seipel, VT
Kristy Nishimura, HI
Kyle Peaden, WI
Leigh Schleicher, MN
Mary Russman, NY
Meg Richert, IN
Melanie Barner, GA
Monica Shack, KY
Murray Meszaros, UT
Nic Shellabarger, UT
Pat Frost, NE
Paula Monarch-Palmieri, NY
Petro Johnson, AL
Rachel Beech, KS
Roberto Reyes, MN
Shannon Cranmore, WY
Shawn Cockrum, MO
Stephanie Enos, RI
Suzanne Peck, ID
Thomas Benson, NC
Tiffany Jones, MS
Valerie Ashton-Thomas, MD
Wes Blake, KY
Elizabeth Witt, ED
Irene Harwarth, ED

Jasmine Akinsipe, ED
Lisa Sadeghi, ED
David Blumenthal, NDTAC
Katie Penkoff, NDTAC
Kia Jackson, NDTAC
Michelle Perry, NDTAC
Okori Christopher, NDTAC
Ramon L De Azua, NDTAC
Rob Mayo, NDTAC
Simon Gonsoulin, NDTAC

Meeting Notes

Simon Gonsoulin, NDTAC

Well, good morning. Good evening to some folks on the East Coast. This is Simon Gonsoulin. I'm the Project Director for NDTAC. I'd like to welcome you to today's forum call. Joining me from NDTAC are the three TA Liaisons, we'll start on the Pacific Time Zone and have our coordinators give you words of welcome from the west side of the country.

Katie Penkoff, NDTAC

Good morning, everyone. It's Katie Penkoff, liaison for the Teal Community. Thank you so much for joining us. We're looking forward to this conversation, learning from you all and what is happening within your states, and serving as a support to you. So thanks so much everyone for joining us, and we look forward to the conversation.

Simon Gonsoulin, NDTAC

Thanks, Katie. And then we have our two liaisons who are on the East Coast. And we'll start with the most northern of states, New York.

David Blumenthal, NDTAC

Hi, thanks, Simon, and thank you everyone for joining the call. This is David Blumenthal. I'm calling in from New York State, New York City specifically, and doing well here. I'm excited to hear from all of you about what work you're doing to help students and youth at this particularly difficult time.

Simon Gonsoulin, NDTAC

And a little south into Maryland, DC area.

Rob Mayo, NDTAC

Yes, good morning and good afternoon everyone. We trust you and yours are hanging in there and doing well, relative to these times, and thank you so much for finding the time today to share with your fellow coordinators. This is Rob Mayo from the Salmon Community reporting in from beautiful Annapolis, Maryland.

Simon Gonsoulin, NDTAC

Thanks, guys. Appreciate it. NDTAC started getting many questions from the coordinators pertaining to COVID-19, and we've talked with the Department of Education (ED) about the questions. ED wanted NDTAC to open a COVID-19 web page on the NDTAC website, which we have on the screen right now. Hopefully you've had a chance to visit it. Every day it will change, or every couple of days for sure. As a matter of fact, something new came in just before this call, so we'll be sure to add that at some point during the day.

ED thought it would be a great idea to have the coordinators join a call, sort of talking about the new normal, what you're doing to address COVID-19 in your state, because we know all states may be handling things a little differently. Consider such matters as how we're handling the social distancing directive and addressing the needs of our programs as far as our Title I, Part D programs are concerned.

Simon Gonsoulin, NDTAC

The way we'll work this logistically is for you to ensure that your line is on mute if you don't mind throughout the call unless asking or sharing questions and comments. We do want this to be interactive, so we want you to be able to ask questions, we want you to be able to respond to any questions from other coordinators, so that you can get information flowing. And don't forget a little later next week, we'll have a second call for those coordinators who couldn't make it today, but also if you want to join that one too, we are happy to host you on the second call as well as the questions may be different and the conversation may be different.

Simon Gonsoulin, NDTAC

What I would like to do, because we have received questions from coordinators already is maybe to take the first 20 minutes or so of this call and look at some of the questions that have come in from coordinators. I'll ask Katie Penkoff to lead that conversation where she shares with you questions that have come in from Pat Frost, Erin in Tennessee, Colin in Nevada, Tiffany in Mississippi, Melanie in Georgia.

Simon Gonsoulin, NDTAC

So when Katie finishes sharing the question we would ask that we follow the same mechanism that I used earlier for the introductions - get the coordinators on the Pacific time zone to give responses to the questions and then we'll move easterly across the country, give them maybe two or three minutes per time zone so we can get through as much as we can during this hour call.

Katie Penkoff, NDTAC

Pat Frost from Nebraska can't be on this call today. She is planning on joining the call next week, however, I can share some of the questions she posed. But what I'd like to do, and I already asked her if it was okay, if I could ask Tiffany Jones in Mississippi to share the questions that she posed, and then allow other coordinators to respond to Tiffany's question. Tiffany, if you don't mind, can you share your question.

Tiffany Jones, Mississippi

I was wondering if any of the state coordinators are developing FAQs at the state level based on questions that they're receiving from their subgrantees during this time.

Simon Gonsoulin, NDTAC

So why don't we start on the Pacific Time Zone. So, coordinators from the Pacific Time Zone, if you could respond to this in the next couple of minutes I would appreciate it. Just open your line and respond.

Jennifer Engberg, Oregon

Good morning. This is Jennifer from Oregon. We definitely thought about and talked about doing FAQs for not only Title I-D, but for all programs. So if anybody has a place to start, that would be amazing because we're interested in doing that work.

Simon Gonsoulin, NDTAC

Thanks for sharing that information. Anybody else in Pacific Time Zone?

Ada Daniels, Washington State

This is Ada in Washington State, and I work for the Superintendent of Public Instruction, and we put out some guidance that, like most people are saying, it changes regularly, but we do have a place where our stakeholders can go, and we have guidance, and we keep it updated.

Simon Gonsoulin, NDTAC

Okay.

Katie Penkoff, NDTAC

And Simon, I just wanted to add real quick that part of what we have done is looked at all the state education agency websites and identified their COVID-19-related communication pages, and there are certainly some FAQs that are specific to federal funding, but in specifically addressing the questions of some grantees who are receiving Title I, Part D funds, this is definitely an area that we have not yet seen, so it's exciting to hear that Washington State and others might be looking in this direction.

So if there aren't any others in the Pacific Time Zone, what about Mountain, because I know you all are close to our time, maybe just an hour ahead of us this time of year.

Joey Wilett, Colorado

Hey, this is Joey in Colorado. We're doing the same thing where we're developing agency-wide guidance. They're trying to reduce the number of websites that everyone has to visit in the field to get their FAQ answers, so we're not doing anything specific for I-D, but we're doing a federal programs

section for the overall department's website. The only real questions we've gotten from facilities thus far has been around the hours requirement, so we just haven't had a real big call for a I-D specific ones, but we are incorporating a lot of that guidance into our federal programs and Title I guidance.

Suzanne Peck, Idaho

Katie, this is Suzanne in Idaho. One of the things that we've done is that we have one for all programs. I haven't gotten a lot of questions regarding Title I, Part D, but what I am going to do this week, we're going to have a federal program webinar, and each of the coordinators are going to include two or three slides related to their program to answer any questions. And then I'm also going to specifically send out some information today related to applications and allocations that we have been working on because I know that districts and facilities are looking forward to that information right now. That's something that I would normally do, but that is how we are addressing this in Idaho.

Katie Penkoff, NDTAC

Thank you so much, Suzanne. It looks like folks are interested in maybe receiving a copy of that communication, and there may be folks also interested in the webinar if it wouldn't be too intrusive. And it's looking like Christy (chat feature) has also shared that they're developing some COVID-related information in Montana, but it's not necessarily Title I, Part D specific. So far I just wanted to thank the folks that we've heard from, Jen, Ada, Joey, Suzanne and Christy via chat.

And so Karen's asking, "Can we repeat the question?" And Karen, the question that Tiffany Jones posed, "Do any states that have developed and/or released a frequently asked questions document related to COVID have them specifically for Title I, Part D or students who are considered neglected and delinquent to support local education agencies during this pandemic?" So far we've heard that Montana and Colorado have some federal programs FAQs generally for all federal programs, and Idaho is going to host a webinar on federal programs, and add in a course information about Title I, Part D, and in Idaho there will be a specific email communication that goes out related to the grants process and allocations, and that Washington State is also updating their page regularly with guidance.

Karen Steinhaus, California

Terrific. Thank you.

Katie Penkoff, NDTAC

Absolutely. Thank you so much. So, it looks like others are weighing in in the chat box too, Simon. So, do we have anybody else who wants to voice their response from the Mountain Time Zone before we move to, what's next? Central?

Simon Gonsoulin, NDTAC

Central. Yes. Okay, well let's move to the Central Time Zone. How about coordinators in the Central Time Zone? Could you share your information with Tiffany and other coordinators?

Daniel Froemel, Tennessee

This is Dan from Tennessee, and we span two time zones, so I'll choose Central for today. When everything first kind of started happening, my colleague Jackie who is on the call, sent out an email request to all of our recipients just to try to solicit some questions, because we figured there was a lot of stuff out there that maybe we weren't thinking of, and unique circumstances.

We didn't get a ton of feedback on it, but we do have several questions that came out from it, you know around continuity of funding and waivers and things that are covered in our big Title I guidance. One of the questions we are still working on with is, some of them are private facilities, well, I guess they are all private facilities, but they have district personnel that are providing services there under Subpart 2, and so working through how they should approach that.

So we're working on the FAQs right now. It is with our general counsel, and we hope to have that finalized, and I'm happy to share it after that. Then the other thing we have done is a lot of the recipients again, are private schools and so the side of the department that handles that has done a webinar and we assisted them with that, and developing an FAQ that were not so much Title I related, but just more around operations and academics, so we've tried to support them in that world as well.

Katie Penkoff, NDTAC

That's fantastic, Dan. Thank you so much for also sharing that you'd be willing, once approved by general counsel, to share the FAQs that you developed. So it sounds like you guys are being really responsive and soliciting what the questions your grantees might have are, and then being very responsive to providing some guidance or support for that.

Daniel Froemel, Tennessee

Trying to.

Katie Penkoff, NDTAC

Absolutely. So, others from the Central Time Zone, or that may, like Texas have several time zones?

Katie Penkoff, NDTAC

Rachel Beech (chat feature) in Kansas is sharing that they have agency-wide guidance, but not specific to Title I, Part D. Thank you.

Let's see here. Hawaii, Kristy (chat feature) is sharing has system-wide, state-wide as a unitary system guidance, but not the entire Title I, Part D specific. Karen Able in Ohio, thank you for sharing your resource page here (<http://education.ohio.gov/Topics/Student-Supports/Coronavirus>), but nothing Title I, Part D-specific she adds. Let's see here. Paula (chat feature) in New York is sharing that there's nothing Title I, Part D-specific at this time.

And I think I might have missed Brian. I saw he posted something. I'm scrolling back up in the chat box to see what I might have missed. Okay, Brian is sharing Delaware only has two subgrantees, so they've been connecting on conference calls and phone calls. So Brian, you've been really responsive as

individual questions have come up for your folks. Thank you.

Katie Penkoff, NDTAC

Anyone else from the East? Kyle (chat feature) is sharing that in Wisconsin they have state-level guidance for federal funds, but nothing Title I, Part D-specific. I saw that on the website Kyle, and it was even set up by subject area, funding versus instruction, so there's really guidance for each maybe area of the subgrantees' operation. So, thank you for sharing that.

Chandra (chat feature) in Arkansas is saying that the same thing is happening there. She said she was working on something, on asking questions, and leadership wanted one voice and that it would be general for all federal programs. Valerie Ashton-Thomas (chat feature) from Maryland is noting that there is nothing Title I, Part D-specific in Maryland at this time, and Thomas in North Carolina is sharing that there's nothing Title I, Part D-specific at this time.

So anyone on the East Coast who has joined and wants to add something verbally, please also feel free to do that at this time.

Karen DeCoster, Massachusetts

Hi, this is Karen DeCoster from Massachusetts, and I'm not sure if folks know that in Massachusetts a decision was made, don't ask me why it was done this way, that Subpart I and Subpart 2 would be handled by two different folks at the department, so I'm only responsible for Subpart I, and there are only five grant recipients now with Subpart I, so what we've been doing is providing guidance via webinars or actually conference calls.

Then there was an email that went out that was drafted in concert with the director of our federal programs around guidance about staff continuing to be paid on the grant as long as they were still providing some level of services, so that's all we've done in Massachusetts. I don't know what's been done on the Subpart 2 side. I could find out if that's helpful.

Katie Penkoff, NDTAC

Karen, thanks so much for sharing that. I think any information that can be provided that we at NDTAC can help collect, please feel free to send that to your liaisons, that way we can keep an evolving list of the developments and how folks are responding, so thank you very much for sharing that.

Kenneth Krawchuk (chat feature) is also sharing information from Pennsylvania. He's got a link here for us in the chat box (<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/federalprograms/Pages/General.aspx><<https://gcc01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.education.pa.gov%2FSchools%2Fsafeschools%2Femergencyplanning%2FCOVID-19%2Ffederalprograms%2FPages%2FGeneral.aspx&data=02%7C01%7Ckrawchuk%40pa.gov%7C3a3cc9003132430e918208d7da286e53%7C418e284101284dd59b6c47fc5a9a1bde%7C0%7C0%7C637217739491885135&sdata=iPPpx8YD7qIROt2mEwDL6yVEvbr0cTMD%2BhLD5RFBldA%3D&reserved=0>>). Let's see here. There's lots of activity happening here. Thank you, Ken.

Leigh (chat feature) is sharing in Minnesota their link to their page (<https://education.mn.gov/MDE/dse/health/covid19/>), but nothing Title I, Part D-specific.

And as I scroll down here, let me see, Monica (chat feature) is sharing in Kentucky that there's nothing Title I, Part D-specific at this time.

Murray's sharing (chat feature) in Utah that for state youth in care and federal funding sources in Utah they have virtually met with subgrantees and LEAs to address matters. And he shares that Utah is in as good as shape as they can create at this time and they are moving forward. Thanks for sharing that, Murray.

Thank you all for sharing that. If there's nothing specifically to add to this question, Melanie Barner, your colleague in Georgia had a related question that she also shared with us via email. Melanie, do you mind sharing your question at this time?

Okay, Melanie, it looks like there might be unfortunately something happening with your microphone or your sound quality there, so I think I'll go ahead and read it. Melanie's question is **are there any specific activities or uses of funds under Title I, Part D neglected and delinquent and at-risk youth programs that can be helpful for LEAs to consider during the COVID-19-related crisis**. I think I'll also place that question in the chat box for everyone to see here, because it is sort of a lengthy question.

And as folks are formulating their answers, and again, we can start with Pacific all the way over to Eastern, I know when we were looking at state education agency websites, we were able to see some general guidance around federal uses of funds that were available, but we didn't yet see anything Title I, Part D-specific. So, we're looking at that question there in the chat, starting from the West Coast, or Pacific, does anyone have any response to that question, or any resources within their state?

Karen Steinhaus, California

Good morning, this is Karen Steinhaus in California. I just got on the call. I was responding to a Title I email so time got away from me, so apologies for this question. We don't, as I'm noticing in the chat box, we don't have any state-wide data to send out while waiting for the federal guidance. So, one thing I did, I sent out an email blast to our Subpart 2 recipients and asked them if they wanted to do a webinar, and generally they said, "Well, if you don't have any federal guidance for us yet, probably not." But what I did do is ask them to reply to all in that same email blast, "Please reply all, any activities or strategies, tactics that you're using to reach the kids."

And apologies that this is redundant, but that's the type of information we're sharing, but it's just at the local level. We don't have any state guidance to send out yet. We're still working waiting for the federal guidance. Although I did see the waiver thing come through today from Patrick Rooney (<https://oese.ed.gov/files/2020/04/invite-covid-fiscal-waiver-19-20.pdf>).

Katie Penkoff, NDTAC

Thank you so much, Karen, and thank you for joining us. Karen, what we've shared is you are getting really innovative strategies from your grantees, your subgrantees that are sharing how they are able to continue operations despite COVID-19, I think that's helpful information to share. I know one of the initial things we saw on California's Department of Corrections' website is that they were going to be doing distance learning or online learning in order to keep education going in your state agencies. I know that was at the adult level. I'm not sure if that's one of the strategies being used at the juvenile level as well.

Karen Steinhaus, California

Right. Well, essentially, and I'm happy to send over the replies. All of them that I asked, "Could I share your tactics and strategies?", they were all willing to do that, happy to do that. So, I can't really summarize them all here in the chat box, but I can send over and forward emails and everything to NDTAC if you want to distribute them. I think my counties would be more than happy to share.

Katie Penkoff, NDTAC

Thank you so much, Karen. That would be great.

Karen Steinhaus, California

Yes, mostly it is just distance learning though, and just setting up the technology and the collaboration between county probation and county office of education so that the kids can be monitored with the distance learning by the probation, sometimes even one-to-one.

I'm very pleased and proud of the relationships that county probation and county offices have to get the technology up, to make sure that they're getting their education. It's actually quite heartwarming to hear back from the counties.

Katie Penkoff, NDTAC

That's wonderful.

Joey Wilett, Colorado

This is Joey in Colorado. I just wanted to add to what I shared if that is okay. We are in our post-award revision window for our application from last year, so a lot of people needed to go in, and we are already kind of thinking about already doing some revisions. So now we just retooled it to where we are seeing a lot of that same thing. How can we use the funds to facilitate the distance learning, but a lot of our facilities already had pretty good technological resources because that's been a focus over the last couple of years is getting one-to-one devices in some of these facilities or getting some remote access for the facilities.

So we've actually seen a lot more of a push towards some of the health services and the social emotional needs, and using some of the services available in Colorado in some of the existing mental health services, and other health services to kind of just reach out to those kids and maybe even provide some services that they would have normally got in a facility, but provide the services to them wherever they've been relocated to now, because we did have a lot of our facilities that actually closed down and sent kids to alternate placements.

Katie Penkoff, NDTAC

That's wonderful, Joey. And Karen, thank you so much for sharing. And Joey, you know, being in secure care can be isolating itself, and now a lot of facilities are reducing visitation and families aren't allowed

to come, so it's wonderful that your grantees are looking at the whole child, right, not only educational needs, but as you say the social and emotional needs as well. So this is a scary time, particularly if you can't be around and supported by loved ones.

Joey Wilett, Colorado

Yes, and I've been leaning hard into the guidance around transition services because if you kind of think about it, that's what these kids are going through right now as a form of a transition, although it's not in or out of a facility or in and out of a traditional school. So we've been really encouraging facilities and LEAs to look at those transition services and seeing which one of those would help the kids make transition through this kind of awkward time period.

Katie Penkoff, NDTAC

I think that's a great way to frame it and to look at it and to really emphasize transition, which is of course a major role of the Title I, Part D program. So, Joey and Karen, thank you so much for contributing to the conversation. Anyone else on Pacific or Mountain Time want to add anything here about special activities or uses of funds related to Title I, Part D at this time?

Okay, maybe we can move to Central. Is there anyone in the Central Time Zone that has anything unique around this piece? Let me make sure I'm monitoring the chat box here as well. Okay, anybody on our East Coast, on the Eastern Time Zone with anything related to this? Okay. Fantastic. Maybe we do have additional questions we can certainly move to. And you know, as Simon said, we do have this page that's up on this screen now, and what you see here related to the first link is that the U.S. Department of Education's website, and there is a lot on COVID-19 and there are a lot of great resources there, and I do believe that it is being updated on a very regular basis, as new guidance or information becomes available.

So please make sure you're checking that, and we'll make sure to communicate any changes that we're aware of on a regular basis as well via our listserv and updating the NDTAC version of this page.

There were some additional questions related to just the thing that Karen had shared that she reached out to her grantees about and that Joey's exploring as well, and that Tennessee looked at, just about innovative things that your grantees are doing in order to continue offering programming and services.

We want to open this up to make sure that we address questions that you can share via the conversation, so we want to open it up to anyone at this point. Do you have questions that are related to COVID-19 that you'd like to share with your fellow coordinators and get their feedback or ideas?

Simon Gonsoulin, NDTAC

Maybe somebody from the East Coast, the Eastern Time Zone to kind of keep this in order, and that way you can just mute your phone if you're not asking the question, or responding to it. Thanks.

Katie, do you want to move to Central? How about if we move to the Central Time Zone? Are there any questions that coordinators have that they'd like to bring up at this time to fellow coordinators?

Katie Penkoff, NDTAC

Simon, we do have a question here in the chat box from Christy in Montana. She said, "**Is anyone else having trouble getting Chromebooks or other technology ordered for Title I, Part D facilities?**" I know our superintendent of instruction for the state in Arizona said that when we moved to online education, everybody was trying to order technology at the same time, and they were experiencing delays. I know I heard that from Arizona. Anyone else having similar difficulty?

Simon Gonsoulin, NDTAC

Yes, I think Mark in the chat box is saying the same thing.

Karen DeCoster, Massachusetts

This is Karen DeCoster from Massachusetts. I had a grantee call me really upset and frustrated that when they went to place their order for those, that the price had gone up significantly, and it was going to change what they planned to do. I don't know if anybody has experienced that as well, but that's very distressful to hear that.

Katie Penkoff, NDTAC

That is really disturbing. You know, I wonder in lieu of purchasing Chromebooks right now whether the partner local education agencies have additional ones that could be loaned. I wonder if that's a possibility. I know in my son's district when they canceled school there, they have a tiered approach for loaning technology first for those in economic need, and then after all of those needs have been met they even reached out to families with additional children who may need more than one device. So in districts where there are resources, I wonder if that sort of partnership for borrowing might be available.

Suzanne (chat feature) points out, of course, in Idaho everyone's trying to access technology, which might be why we're having some difficulty with the audio today, but yes, great point. Christy (chat feature) in Montana is also sharing that Montana is so widespread and open that it is hard to share devices and she further shares that it is difficult to get hot spots.

Others? Has anyone else experienced difficulty purchasing technology or heard from their grantees who are?

Thank you for sharing. Ada's (chat feature) sharing that Washington State is not having difficulty accessing technology at this time.

So other questions other than trying to purchase technology and having difficulty because of the high demand or price gouging at this time?

Joey Wilet, Colorado

I don't know if this is the right spot to pop this question up, but we've been working with the governor's office navigating what waivers we need to be working on applying for or helping school districts with, and what the **governor's office can create automatic waivers** for, and one of the communications we got from the governor's office is that they didn't have the ability to waive or look at any flexibility

around the instructional hours requirement. **I just didn't know if there was any conversation about flexibility around those instructional hour requirements at facilities.**

Katie Penkoff, NDTAC

That's a great question. Can anyone share if there are conversations related to that happening within their state?

Murray Meszaros, Utah

This is Murray in Utah. If I remember correctly, our board passed a board ruling across the board that we're moving to a pass/fail grading system. By the way, we're not in a shutdown, we're in a soft shutdown, so we're still meeting with students virtually. So they're moving to a pass/fail and also reducing the requirement of the hours of instruction per day or per week, actually per year, to accommodate the current unique circumstance.

Katie Penkoff, NDTAC

Thank you so much for sharing that, Murray. I know here in Arizona our legislature has closed schools for the remainder of the school year (in-person school I should mention, has been canceled for the remainder of the school year), and districts are now having to figure out how they're going to offer online learning.

In my son's particular district, every other day they have different subjects, so they're not getting all subjects every single day, so that certainly would speak to this hours requirement. Are others having that conversation about instructional hours taking place within your state?

Annie Brooks, Illinois

This is Annie from Illinois, and we basically did what just was stated. We went to, it's called remote learning, so it doesn't have to be online. It can be some other means of learning, and it is a pass/fail relationship, so you can't fail the student. It's only to improve your situation. It's not to really assess the student.

Also the assessment has been waived this year. This year a lot of our districts have been able to give students one-on-one laptop computers.

Katie Penkoff, NDTAC

Thank you so much for sharing that. Others?

Daniel Froemel, Tennessee

This is Dan. I know our commissioner waived the amount of school days that were required and are going to revisit that at the end of April, and our school board is going to be meeting at the end of this week to kind of work out the specifics. I don't know if it's going to be a pass/fail system or what that's going to look like.

In talking with our child welfare agencies, the schools and the facilities, what they told me is that they gave them the option whether or not they were going to continue with school at this time or not, and overwhelmingly they voted to continue with school.

So for a lot of facilities it's kind of been business as usual as far as schools go, and they're still continuing forward with their school days.

Katie Penkoff, NDTAC

Thank you so much. And that was one of the questions that came in, and I think Joey, you had shared in Colorado that some of the executive orders didn't specifically name whether secure care schools were impacted by the stay-at-home, so many have switched to online learning, and I know in Colorado it was specifically in the order. It sounds like in Tennessee there was flexibility.

One of the questions that came in was, "**Did your executive order about canceling in-person school and moving to something online or remote apply to all schools including secure care schools?**" And so are there others who want to share where things are as to whether it was also voted that secure care schools would be within that executive order?

Francine Stromberg, New Jersey

Hello, this is Francine from New Jersey. Our Subpart 1 is still in session, although they have a modified schedule. Only certain teachers are going into the facility on certain days and doing remote learning. Subpart 2 is doing things a little differently. They are not required to be in the facilities, and some of our facilities have technology so that they are doing remote learning that way. Some are obviously doing packets and having those sent to the teachers and graded and then sent back to the facilities. So little bit of everything is occurring in all of the facilities.

Katie Penkoff, NDTAC

Thank you, Francine. That's helpful to know. I think that's probably familiar with our states, right? There is some variability in what is happening.

Okay, so Valerie (chat feature) is posing a question here, "**How will the alternate strategies impact the Annual Count and CSPR data collection at year's end?**" And so I'm sure that is a question that others have too. How will these alternate strategies impact Annual Count and CSPR data collection? Anybody have any thoughts on that or response?

Joey Wilett, Colorado

The biggest thought I had about it is if the needs are changing and suddenly we're using I-D funds to address, like in Colorado like I said, rather than the majority of funds going toward academic need, now they may be retooled towards some health or social and emotional needs. I do think that will impact the CSPR in a different way. They're going to need to be making sure they're tracking what students are receiving certain services so when it comes to CSPR they can accurately report that. So that was one thing that we're kind of including in our conversations is if there is a big shift in how you are using funds let's make sure that there is a process for documenting and tracking those services that go out.

Katie Penkoff, NDTAC

Thank you, Joey. I think that's a great point. Do others have anything they want to add to Valerie's question? So, others in that Title I, Part D-specific guidance that you're looking to develop, have you addressed Annual Counts or CSPR data collection?

Karen DeCoster, Massachusetts

Karen DeCoster from Massachusetts. I had mentioned on the last Community Call that I had the Department of Youth Services (DYS) in particular looking for written guidance on our expectations around the evaluation and was waiting for something that I could send. In the meantime, all we have stated is that because the DHS facilities' teachers are not allowed to be in those facilities at this time, classes have been suspended. There is some online learning going on, but there's not going to be the ability to test obviously, because you have to have somebody there to do that.

We've just told them that we don't want them to worry about it right now, because obviously it's out of their control, but that we hope to provide them with some guidance coming from the national level, and that's where we left it. But the question has been raised.

Katie Penkoff, NDTAC

Thank you so much, Karen. And Murray, you had something to share here?

Murray Meszaros, Utah

Yeah. I don't think, unless I am clueless on this point, I don't think it should impact the Annual Count much at all. I mean, we're counting students and that's going to be what it's going to be. In our case, state legislative mandates and the direction of the juvenile justice services is impacting the Annual Count more than any other factor including the COVID-19.

As far as the report, we can't say we're going to hold harmless, but they can report what they can report, and they can do what they can do. This is going to be kind of a unique year in that reporting aspect, and just all have to realize that's just the way it's going to be and live with it.

Katie Penkoff, NDTAC

Thank you, Murray and Karen. And Joey's agreeing here with Murray in the chat box. Others want to share how this may impact Annual Count and CSPR data collection for them?

Okay, and Christy (chat feature) is also in agreement with Murray. Other questions that folks may have? Okay, and Suzanne's (chat feature) saying, "It may just require more explanation for the CSPR when you do have opportunities to provide more context or information about the data that you are sharing."

Other questions?

Daniel Froemel, Tennessee

This is Dan. I was going to say with the CSPR you might also look at extending our internal timelines on when it's due back to us. Obviously, the end of June is the cutoff date, and then we usually give them, I think, 30, 45 days to get their numbers in to us. We try to get them in pretty early, and so we might look to extend that if there's still closures at that point or people need additional time we'll just be more lenient in working with them there. But I'm hoping it doesn't affect the Annual Count.

Katie Penkoff, NDTAC

Thank you so much, Dan. We appreciate it. So, looking at extending timelines internally to give your grantees more time as they continue to adjust to new realities that are really coming out daily related to COVID-19 for folks.

Ada (chat feature) is sharing that Washington State will also extend deadlines.

So other questions? I know one that came in to me that was, I think, a really interesting one **in facilities where there is not the access to technology, what sources of information or resources are available for teachers to be able to access educational materials that are aligned with the standards and the curriculum.** I know as I was looking at state education agency COVID-19 related pages, there were a lot of different links to instructional materials.

In thinking about low-to-no tech, or access to tech, I know Karen, I believe, and others were sharing that there were packets available to students that were hopefully aligned with the state standards. Other resources that people are aware of?

Murray Meszaros, Utah

It's just like whatever other teachers are doing in their non-custodial situation where they're improvising and giving the best services they possibly can, our teachers are doing that. We have a mixture of onsite instruction, some online, some packets, but everybody's doing something to help still build the process of moving these kids forward in an educational environment.

So I think we need to encourage our teachers to be innovative and to strike out and do things that are still well within the goals of helping these kids achieve their academic objectives. Our transition specialists are still working with students and helping them to make those transition efforts move forward. I think we also need to realize that we live in an environment that if you look at the Chinese model, the people who are engaging in face-to-face, they are wearing masks. So I think we need to encourage that type of environment where we're being wise, yet still pursuing a wholehearted educational agenda.

Katie Penkoff, NDTAC

Absolutely.

Stephanie Enos, Rhode Island

Hi this is Stephanie in Rhode Island. I was on a recent call for family engagement and PBS was talking about how they're ramping up with various states to put more curriculum back on the line the way they traditionally started, so that states should start to see more information cropping up that way as a form. If you don't have access to computer technology, that internet and tele-teach opportunities will becoming available.

Katie Penkoff, NDTAC

Thank you so much, Stephanie. I really appreciate it. And so Ada's (chat feature) sharing Edgenuity (<https://www.edgenuity.com/>) is being used in Washington. Christy (chat feature) is sharing much like it's happening in California that there's teacher groups where people are sharing resources and ideas with each other.

Katie Penkoff, NDTAC

Kyle (chat feature) is pointing out at the bottom under additional resources, even on our website, the same link Kyle's sharing here for the Center for Educational Excellence in Alternative Settings (<https://www.ceeas.org/covid-19>), there are packets and other resources available if there aren't virtual options, if they align of course with your student needs and state standards, so that is a resource here under additional resources that is just being shared.

Katie Penkoff, NDTAC

Let's see, Chandra (chat feature) in Arkansas is sharing a website-- it is a PBS site (<http://myArkansaspbs.org>), and she said from what she understands you just have to download the app. And there are some different resources available in there including *Schoology* (<https://www.schoology.com/>). Other resources folks want to share or ideas?

Daniel Froemel, Tennessee

I would just say I think if you're in a facility right now, if you're an administrator or a teacher there, it's a great time to access resources because so many things have been made free. I mean, so many districts are posting a lot of their curriculum, a lot of lessons that they're doing online. Like somebody else said, most school systems are also handing out physical packets for those that don't have internet access.

If I were at a facility I would probably try to make friends with a couple school districts and collect some copies of lessons there because it will give you a better idea of what's going on in the community around you.

Katie Penkoff, NDTAC

Fantastic. Thank you so much, Dan. As Christy (chat feature) and others are sharing, a lot of the companies that normally would have fees to access their educational material are waiving those fees during this time, which I think is fantastic.

Other questions folks have?

Karen DeCoster, Massachusetts

Hi, this is Karen from Massachusetts again. When I think about Subpart 1, and I think about the adult facilities, we have four, what gets in the way of providing any kind of remote learning are the policies that restrict the use of technology

So when you think about the regular program of instruction and the limitations there, they're the same limitations applying to Title I service delivery. So one of the things that I promised to everyone in corrections education at large, not just Title I, is that in my role at the state level, I was going to try and reach out to find out where the states are that have made strides in the prison system as well as in the county jail system about using technology, educational technology behind the wall. I know there are states doing it. I think off the top of my head it's California and Oregon, and those prisons have gone much farther than the rest of us, and there may be others.

I just wonder if there's any way to get a good national picture of where are we seeing technology being used effectively, and maybe even internet-based access, because that's going to help us a lot. We're not going to go back to the way it used to be. I think this is a permanent change that's coming, and I really worry about these policies and limitations on the use of technology in correctional settings really hurting people in major ways.

So if anybody can help me there I would be very appreciative.

Katie Penkoff, NDTAC

Karen, this is Katie. One thing that I do know is that because they've been featured in NDTAC webinars and program highlights, and also because Simon and NDTAC have worked with the Center for Juvenile Justice Administrators, Oregon has addressed the use of technology in the secure care facilities in state statute and they have layered security depending on where youth are within their facilities. They have different access if they're in the classroom where there's more oversight versus housing units. So I know I can quickly share some links related to that, but the national scan is certainly a great question.

Shawn (chat feature) is sharing in Missouri that technology is limited in facilities and that it would be good for coordinators to have some data to make the argument for more technology. As Karen said, this is certainly something that is forcing us on the use of technology more so than ever before.

Karen DeCoster, Massachusetts

Yes, maybe it's a good thing. Maybe this is one good thing about it, the crisis.

Katie Penkoff, NDTAC

Exactly.

Simon Gonsoulin, NDTAC

We can also connect you with Frank Martin who really moved things forward in Oregon, so maybe we can share his contact information with you after the call.

Karen DeCoster, Massachusetts

That would be great. I understand California is either bringing technology behind the wall or is moving towards it.

Karen Steinhaus, California

Yes, this is Karen in California. Yes, I've been talking with our Subpart 1 folks. Their application is due. That's been an interesting process with them, but I can't give you too much detail. I don't have a lot of detail, but the high fly over when I asked them about confidentiality issues and breaching, the administrator advised that their bringing in technology, but they aren't bringing every single access point in. In fact, they're precluding any access unless... it's a one-on-one access so if they want that website, it has to be approved.

Katie Penkoff, NDTAC

Kenneth Stowe (chat feature) from New Mexico is wondering if the name of the app can be shared.

Karen DeCoster, Massachusetts

At least it's a baby step. At least they trying to do something.

Karen Steinhaus, California

Oh yes. They are just working really hard to bring that in and keep the kids safe and mentally healthy as we were talking about earlier.

Katie Penkoff, NDTAC

And folks are sharing here there are separate servers and other things that folks are doing.

As Suzanne Peck (chat feature) from Idaho is sharing, "Idaho adult corrections has just put in a separate server/system to allow a more modified accessed to the internet for their inmates and especially the youth in the adult system."

Daniel Froemel (chat feature) from Tennessee has shared, "A lot of our residential centers have gone the same route of putting in separate servers just for school, this seems to have really helped them to secure the site and monitor it appropriately."

And Jen Engberg (chat feature) in Oregon is asking if it would be helpful to summarize Oregon's items and send it out the group.

That is a great point, Jen. Would it be helpful if folks from the states want to send NDTAC unique things that they're doing around any of the questions and comments discussed today and then we can look at compiling that information?

Kyle (chat feature) and several others have asked about a follow up call in a few weeks. I know we have an additional call next week on Wednesday, but Simon, maybe I can have you speak to if there could be other follow up calls in the future around this very topic a couple of weeks out.

Simon Gonsoulin, NDTAC

Yes, we have a second call. We decided on two calls, not just one. We knew this is rapidly changing number one. Number two, we knew more questions would probably be generated from this first call then we had when you entered the chat room today. So we do have it on April 15th at 4:00 p.m. Eastern. If this is something you want to do every couple of weeks during this period of time, I think this is something we could probably provide the forum for the coordinators to have this type of conversation. I don't think that's an issue at all. We'll check with ED to make sure, but it was ED's idea to have this call anyway, so I would think that would be just fine, but we will check in with them.

You should have gotten an invitation to the second call as well on your Outlook. It's April 15th at 4:00 p.m. Eastern.

Katie Penkoff, NDTAC

And Kenneth Krawchuk (chat feature) in Pennsylvania is asking if anyone has faced issues about early release for youth being returned early, and then the difficulty with continuity of education issues. So Kenneth, if I'm capturing this correctly, they're transitioning from a secure care facility back into the community, there may be some difficulty connecting them with the community-based school in order to continue their educational services. Kenneth, is that kind of what you're asking here if anybody's experiencing difficulty with that?

As Kenneth shared, it might be too early to know, so perhaps that's something we can revisit during the next call, Simon, because I do know we're at time here. We want to be mindful of that.

Murray Meszaros, Utah

Where are the transition specialists in all of this? I mean, really, that's their role.

Katie Penkoff, NDTAC

What I think Murray's saying is like they have the education, transition and career advocates in Utah and in Washington State and other folks have them as well. So, yes, as Suzanne's (chat feature) sharing unfortunately not everyone is set up quite like Utah or Washington State where there are access to transition specialists state-wide.

Murray Meszaros, Utah

That could also be a morphed role for anyone whose got *Check and Connects* in their states.

Simon Gonsoulin, NDTAC

The call has gone a little over time. I want to thank Katie for facilitating the call, and I think it was a tremendous call. Some wonderful questions, wonderful responses as usual from our coordinators. I want to thank you for joining today. We'll pick this up on April 15th at 4:00 p.m. so please join. It looks

like about 42 coordinators on today, so that's pretty exciting to have that many individuals join the call. Have a great day, stay healthy, stay safe, and we'll talk with you soon.

Katie Penkoff, NDTAC

Thanks for participating everyone.